

Benton Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

600 Green Acres Rd
Benton, PA 17814
(570)925-6651
Superintendent: James Geffken
Director of Special Education: Lindsay Rado

Planning Process

The Benton Area School District is using a collaborative model to develop the District Level Plan. This involves all stakeholder's (teachers, parents, community members, and business representatives) on the district level planning committee, and building-level Professional Learning Communities (teachers, support staff, and administrators) first working independently, then in collaboration to assess the district data, review the Core Foundations and Assurances, and identify accomplishments and concerns in the district systems to create a "living document" to guide the district for the next six years.

In May 2019 the District-Level Planning and School Level Planning Committees, as well as the Special Education subcommittee were identified on January 2019, as per guidelines. On June 17, 2019 parents, community members and business representatives were publicly requested through the district phone/email information system, and approved by the Benton Area Board of Directors. Also in May the School Level Planning Committee in each building completed the school profile, scheduled future planning sessions and completed Assurances. In May and June, the District Level Planning Committee completed the district profile and reviewed the districts Core Foundations. Each School Level Planning Committee reviewed their Needs Assessment, identified accomplishments and concerns, analyzed their school systems, and prioritized their challenges. The Special Education subcommittee completed the Chapter 14 assurances checklist, profile, facilities for LRE and other requirements. May 1, 2019 it is approved.

June, July, August 2019, each building created Building Level Actions Plans, while District Level Actions Plans were also written. In September the plan was submitted to Intermediate Unit 16 for peer review and feedback. The plan was available for public review in October, approved by the Benton Area Board of Directors and submitted to PDE in November.

REVIEW PROCESS: in May 2019, the District Level Planning Committee met and discussed the process for review and established a timeline. The plan needs to be updated by October 2019 for public review and approval by the Benton Area Board of Directors prior to submission in November, 2019. During June 2019, the committee reviewed the current plan and discussed adjustments that needed to be made. They also agreed to keep the mission/vision/shared values the same. In May, the

committee reviewed the district's needs assessment, updating accomplishments, concerns, and systemic challenges. In Septemeber the committee invited all stakeholds to view the plan provide input for any updates or changes that need to be made.

Mission Statement

The Benton Area School District's mission is to provide an excellent education in order to maximize the potential of all students and prepare them to meet the challenges of work and life in an ever changing world.

School/Community Values

1. All students should have the opportunity to succeed
2. All students should be encouraged to be life-long learners
3. All students should experience a sense of community responsibility
4. The curriculum of the school district should focus on basic skills in math, literacy, science, and American and world history
5. The responsibility to ensure a positive learning environment that is drug free and security minded is the responsibility of family, school, and community
6. All students should be exposed to a functioning school to career program that will prepare them for the transition of graduation
7. Promote the use of technology in all curricular areas, providing all students with exposure to computer utilization in their education.
8. Provide students with a means of remediation and preparation for standardized tests to ensure that students meet PA Academic and national standards in all subjects.
9. Provide parents with a secure web site to monitor their child's progress and attendance at school.

Educational Goals

The Benton Area School District is committed to providing each student the opportunity to attain high academic performance on the Pennsylvania State Assessment.

Communications - Each student shall become proficient in reading, writing, listening, speaking, understanding, interpreting, analyzing and synthesizing information.

Mathematics - Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.

Science and Technology - Each student shall become proficient in applying the processes of analysis, synthesis and evaluation to the solution of the challenging scientific problems in the application and understanding of technology in society.

Environment and Ecology - Each student shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.

Social Studies - Each student shall understand local, state and national history, geography and systems of government. The students shall understand the relationship to this history to other countries. Students should have the opportunity to practice, in the school community, the skills necessary for active participation in civic life.

Arts and Humanities - Each student shall understand and appreciate the human accomplishments in the arts and humanities. Students should have the opportunities to practice creativity of thought and action and to demonstrate talent in the arts.

Career Education - Each student shall explore varied career options while developing skills and work habits necessary to be a productive, contributing member of society.

Health, Safety and Physical Education - Each student shall acquire and use the knowledge and skills necessary to promote individual and family health and wellness.

Family and Consumer Science - Each student shall understand and apply principals of money management, consumer behavior and child health to provide for personal and family needs.

World Languages - Each student shall be given the opportunity to communicate in a language other than English, including the ability to understand and interpret written and spoken world languages.

Agricultural Productions, Operations (CIP Code 01.301) - Each student shall be given the opportunity to explore agricultural business, entrepreneurship, wildfire management, horticulture, forestry, and animal sciences and care.

Agricultural Mechanization (CIP Code 01.0201) - Each student shall be given the opportunity to explore woodworking, building trades, power machinery, agricultural business and entrepreneurship.

Vision Statement

" Every Child, Every Standard: Knowing and Growing"

Shared Values

We believe in critical thinking and problem solving, creativity and innovation, collaboration and transparency, self management and flexibility.

We value respect, resiliency, integrity, leadership, community, enthusiasm, loyalty and empathy.

Belief Statement

- Student learning is the chief priority for the Benton Area School District.
- All students can learn.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Teachers, administrators, parents and the community share the responsibility for advancing the school's mission.
- Exceptional students require special services and resources.

- Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- Ongoing professional development of staff is vital.

Educational Community

The Benton Area School District is located in northern Columbia County. The district is comprised of Benton Borough, Benton Township, Sugarloaf Township, Fishing Creek Township, Jackson Township, and Stillwater Borough. The district encompasses approximately 100 square miles with agriculture being our major industry.

The Benton Area School District is comprised of four buildings. They include Administrative offices, the curriculum office, L.R. Appleman Elementary School, and the Benton Area Middle/High School.

L.R. Appleman is K-6 building and houses approximately 360 students. It is complete with an All-Purpose Room (cafeteria and auditorium), full serving kitchen, library media center, gymnasium, art room, music room and band room. Adjacent to the elementary school are athletic fields for baseball, softball, field hockey and soccer. The elementary school also has a fully equipped playground.

The Benton Area Middle/High School was recently renovated and now consists of instructional classrooms, administrative and guidance suite, a cafeteria with full cooking/serving kitchen, library media center, science labs, computer labs, technical education center, vocational agricultural shops, chorus/band rooms, auditorium, two gymnasiums, and family and consumer science lab. The Benton Area Middle/High School houses approximately 285 students 7-12.

The district's organizational pattern, procedures, and overall alignment of current curricular, instructional, and assessment practices will aid in the accomplishment of our academic goals.

Planning Committee

Name	Role
Jennifer Allen	Administrator : Professional Education Special Education Schoolwide Plan
Erica Covington	Administrator : Professional Education Special Education Schoolwide Plan
James Geffken	Administrator : Professional Education Special Education Schoolwide Plan
Jim Hartkorn	Administrator : Professional Education Special Education Schoolwide Plan
Brady Hess	Administrator : Professional Education Special

	Education Schoolwide Plan
Jillann Shupp	Administrator : Professional Education Special Education Schoolwide Plan
George Griffith	Board Member : Schoolwide Plan
Carl Osborg	Board Member : Schoolwide Plan
Jennifer Allen	Building Principal : Professional Education
Jillann Shupp	Building Principal : Professional Education
Carl Barchik	Business Representative : Professional Education
Jeff Whitenight	Business Representative : Professional Education
Tina Comstock	Community Representative : Professional Education
William Pasukinis	Community Representative : Professional Education
Kelly Kocher	Ed Specialist - School Counselor : Professional Education Special Education
Jennifer Pierce	Ed Specialist - School Counselor : Professional Education Special Education
Krista Weaver	Ed Specialist - School Nurse : Professional Education Special Education
Doug Fedor	Ed Specialist - School Psychologist : Professional Education Special Education
Steve Spencer	Elementary School Teacher - Regular Education : Professional Education
Michele Turner	Elementary School Teacher - Regular Education : Professional Education
Morgan Doerner	Elementary School Teacher - Special Education : Professional Education Special Education
Amanda Hack	High School Teacher - Regular Education : Professional Education
Jodi Wood	High School Teacher - Regular Education : Professional Education
Lori Fenstermaker	High School Teacher - Special Education : Professional Education Special Education
Amanda Hack	Middle School Teacher - Regular Education : Professional Education
Tara Varner	Middle School Teacher - Regular Education : Professional Education
Clint Ross	Middle School Teacher - Special Education : Professional Education Special Education
Breanna Christilaw-Wenner	Parent : Professional Education

Tiffany Kester	Parent : Professional Education
Lindsay Rado	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Health, Safety and Physical Education
- History

Unchecked answers

None.

Explanation for any standards checked:

Career and education standards are being infused into the curriculum through our revision cycle as well as career

days being offered at the elementary school.

Benton Area School District curriculum is standards aligned to the PA Academic Standards. Currently, we are working towards aligning our curriculum to PA Common Core.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The School District hired a new curriculum director May 2019. The district purchased a new reading series K-6 and a new S.S. series 5th-6th. The district currently is in the process of developing curriculum mapping and alignment throughout all subject areas.

The elementary school has a Positive Behavior Support Model and will begin to follow the MTSS model (Multi Tiered System of Support)

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The School District hired a new curriculum director May 2019. The district purchased a new reading series K-6 and a new S.S. series 5th-6th. The district currently is in the process of developing curriculum mapping and alignment throughout all subject areas. The elementary school has a Positive Behavior Support Model and will begin to follow the MTSS model (Multi Tiered System of Support)

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

We have made gains in some areas, (Math, English, Language Arts & Science) and are continuing to be updated. The Benton Area Middle/Senior High School has implemented a Schoolwide Positive Behavior Plan. The Benton Area Middle/Senior has implemented a Futures & College and Career Readiness course.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

We have made gains in some of these areas, (Math, English, Language Arts & Science) and are continuing to be updated. The Benton Area Middle/Senior High School has implemented a Schoolwide Positive Behavior Plan. The Benton Area Middle/Senior has implemented a Futures & College and Career Readiness course.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Experienced teachers develop a repertoire of successful instructional strategies to be used in special situations or with specific groups of students. Many of the strategies can be explicitly taught or can be embedded in the instructional materials to help teachers plan differentiated instruction. To establish successful instructional strategies for all students, the teacher should:

1. Establish a safe and supportive environment in which the students are encouraged to talk and ask questions freely when they do not understand.
2. Use a wide variety of ways to explain a concept or assignment. When appropriate, the concept or assignment may be depicted in graphic or pictorial form, with manipulatives, or with real objects to accompany oral and written instructions.
3. Provide assistance in the specific and general vocabulary to be used for each lesson prior to the lesson, using reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing, such as idioms.
4. Set up tutoring situations that offer additional assistance. Tutoring by a qualified teacher is optimal. Peer or cross-age tutoring should be so designed not to detract from the instructional time of either the tutor or tutee and should be supervised.
5. Extend the learning time by establishing a longer school day, and intersession or extended school year.
6. Enlist the help of parents at home when possible.
7. Establish special sessions to prepare students for unfamiliar testing situations.

8. Ask each student frequently to communicate his or her understanding of the concept or assignment. Students should be asked to verbalize or write down what they know, thereby providing immediate insight into their thinking and level of understanding. In addition, students should be encouraged to confer about each other's understanding of the concept being taught and the class work or homework assignments, particularly if the students are not fully proficient in English.
9. Check frequently for understanding in a variety of ways. When a student does not understand, analyze why.
10. Allow students to demonstrate their understanding and abilities in a variety of ways while reinforcing modes of communication that will be used on standardized tests.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Benton Area School District utilizes a differentiated supervision model. Teachers are formally evaluated every three years. Peer coaching, action research, and portfolio development are choices for differentiated supervision when they are not formally observed. Principals do random walk-throughs throughout the school year to ensure proper implementation of instruction is occurring.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

Responsiveness to Student Needs**Elementary Education-Primary Level**

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Benton is committed to hiring the best teachers for their student population. The district partners very closely with local universities to provide quality student teaching placements and professional development schools. Once a position is available, the district actively recruits the most qualified teachers through the use of the district website, local/state newspapers, and school board publications. The interview process is highly rigorous and involves a number of administrators and teachers in the specific field. Each candidate is required to teach a lesson to students. Once a candidate is narrowed down, they must meet with the superintendent for a final interview and be reviewed by the school board for final approval.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00

Physical Education	1.30	1.30	1.30
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.95	4.95	4.95
Electives	2.25	2.25	2.25
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	X
Civics and Government		X				X
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		X
PA Core Standards: Mathematics		X		X		X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X	X			X
Geography		X				X
Health, Safety and Physical Education		X	X			X
History		X				X

Science and Technology and Engineering Education		X	X		X	X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA, Keystone Exams		X	X	X
NOCTI II				X
Final Exams			X	X
PASA		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Study Island		X	X	
Teacher Constructed Assessments	X	X	X	X
CDTs		X	X	X
STAR Reading		X	X	
Fountas - Pinnell	X	X		
IXL			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Collaborative Pairs	X	X	X	X
Kahoot		X	X	X
Individual Student Whiteboards	X	X	X	X
Think Pair Share			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs		X	X	X
Study Island			X	
IXL			X	X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review			X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Data from the listed assessments are reviewed by administration and building level data teams. The district's assessments are aligned with PA standards and Common Core Standards. Department heads work together to ensure that assessments are aligned to the common core standards.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

NA

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Each building has data teams that meet to review data. The team reviews PSSA, Keystone, PVAAS, CDTs and Study Island on a regular basis. Teachers will have regular access to student data and grades through Sapphire Learning Management System.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Students who have not met academic standards are supported in the classroom and through our Multi Tiered Systems of Support (MTSS) Model.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA	X	X	X	X

assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Staff analyzes PSSAs, PVAAS, CDTs, and common unit assessments allows data teams to identify specific objectives/standards not being met by specific students or groups of students. This information is used to modify teaching strategies and curriculum. This information may also be used to group students according to need for intervention groups.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases				

School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The Benton Area School District disseminates summative assessment information through the district website, during board meetings, handbooks, letters to parents, and the media. We take pride in our students' successes. We strive to provide ongoing communication to the parents and our community.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The district uses several methods. Newsletters are no longer part of our communication strategy with parents. Although we do not generate press releases, the local media creates reports based on the information posted to our school's website as well as information derived from the CSIU.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The district will continue to develop programs that offer high academic standards and offer opportunities to meet their social emotional needs.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X

Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

N/A

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The district utilizes our website, student handbook, school calendar, and the local newspaper to notify/inform the public of Gifted education services and programs.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The school psychologist, guidance counselor, special education director, principals, and relevant teacher/s hold meetings regarding students who are thought to be Gifted. The teacher is most often the individual who makes the referral to either the principal, special education director, or guidance counselor to initiate the district's screening process, as outlined below:

- 1.) Screenings: Record review (cumulative file review of grades, baseline/formative assessments, local/state standardized assessments, information from parent/s/teachers, medical information, curriculum-based measures, PSAT and/or SAT scores, extra-curricular achievements, outside-of-school community activity involvement, portfolios of student work, parent inventories, teacher rating scales, etc.). All data collected must be relevant in pre-determining multiple criteria relevant to a Gifted student's performance. Teachers also provide input regarding what strategies and supports they've tried within the confines of the classroom (both successful and unsuccessful) to support the student's needs.
- 2.) If the student is thought to be eligible based upon examination of the above information, the multidisciplinary team will issue a Permission to Evaluate. If the parent consents to the evaluation, the School Psychologist will administer a battery of assessments to determine whether the child is Gifted and in need of Specially Designed Instruction. If the child is found eligible, a GIEP will be created and implemented for the student.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The district adheres to all policies and procedures as set forth by PA Code 16.21 in regard to determining eligibility and the individualized needs of Gifted students. It is important to note that IQ scores are not stand-alone measures when determining Giftedness, as students

who yield IQ scores of less than 130 may still be considered gifted when/if "other educational criteria" in the student's individualized profile indicate gifted ability, as outlined below:

- "A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas." The following are examples of assessments we utilize in making this determination: Keystone scores, PSSA scores, KBIT, Woodcock Johnson Academic Tests of Achievement, AIMSweb probes.

- "An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability." Teacher/parent observations and work samples of such skills are provided to the relevant team members responsible for determining Giftedness. Often, students who possess such abilities are candidates for acceleration opportunities. The above mentioned assessments are also reviewed in these cases as part of the evaluation process, and testing for Working Memory ability tests are required.

- "Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment." This criteria is measured for performances that are not always necessarily school-based. Examples include any specialized awards or community involvement as well (unpublished literature pieces like short novels or poems, official or unofficial publications, state-level or national recognition and/or awards, etc.).

- "Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise." Anecdotal remarks about the student's performance in comparison to same-aged peers, norm-referenced checklists that identify the student as above-average or superior, and skills charts are utilized to determine whether or not the student meets PA Code criteria in this category.

- "Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities." When determining Giftedness, the team must discuss and rule out whether any additional factors may be masking Gifted abilities such as divorce, being raised in an abusive household, a household where drugs are being abused, socioeconomic status, whether the family has spoken a native language, etc.

The GIEP is a strengths-based document. All SDIs and goals incorporated into each student's individualized plan are dependent up the student's needs in the area/s that require enrichment and/or acceleration. Examples include compacting the curriculum, offering alternative projects, or placing the student in another grade level in one or more subject areas.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

We have a K-6 Gifted teacher and 7-12 Gifted teacher that service all Gifted students in the district. At the elementary level, Gifted services are primarily provided services in the form of enrichment. The Gifted teacher meets with each student in the beginning of the year to determine a year-long project the students want to work on in their strength area. The projects require students to use their creative thinking abilities by utilizing a more hands-on approach, and are presented to parents at the end of the year.

The teacher also services students once during a 6-day cycle either individually or in small-groups to facilitate additional creative thinking activities and to monitor all GIEP goals. The teacher supports regular education teachers in adapting/modifying the curriculum for Gifted students when the student presents a need for enrichment or acceleration to ensure all students are being adequately challenged within the classroom.

At the 7-12 level, Gifted services are provided in the form of acceleration and/or enrichment. A comprehensive data collection process is utilized (PSSA scores, CDT scores, Woodcock Johnson, AIMSweb grade level probes, grades in the class, obtaining teacher/parent/student input, etc.) to determine placement for each student, especially regarding acceleration opportunities. GIEP team meetings are held to discuss appropriate and relevant services for each student. Additionally, the Gifted teacher works with the regular education teachers to adapt assignments, projects, and presentations to each student's academic level of ability to ensure our Gifted students are being adequately challenged within their current curriculum. Just as the K-6 Gifted teacher does, the 7-12 Gifted teacher meets with students either individually or in small groups based on their grade level according to scheduling. The Gifted teacher works in conjunction with the Guidance Counselor to prepare students for the course selection process. Also, postsecondary options for each student are explored heavily. Each Gifted student has a Gifted grade-level checklist for grades 7-12 that is completed by the end of the year. Each checklist incorporates transition opportunities for the students to work on throughout the year in addition to their GIEP goals. Some examples of what we have them complete are mock interviews, transition surveys, scholarship opportunities if applicable, completing college applications with the Gifted teacher, and job shadowing and/or internship opportunities when available.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Benton Area School District addresses students' developmental needs throughout their enrollment in our school system. Developmental services include health services, guidance counseling, and social work services to address academic, behavioral, health, personal and social development.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Benton Area School District does not employ a case worker. We have a full time Social Worker.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X

Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Benton Area School District employs a fulltime Social Worker and a Blended Counselor to assist in working with families and local agencies. The school district also works with CMSU and other outside agency providers based on individual student need.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Monthly meetings are held between classroom teachers and individuals providing interventions.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Columbia County Head Start program is located next to the Benton Area School District's campus. This allows the students and parents to become familiar with the district. This also allows for our teachers to develop a relationship with the Head Start students and staff members.

Preschool transition meetings are held with the Central Susquehanna Intermediate Unit (CSIU).

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

All pre-school children with disabilities are invited to a transitional planning meeting. The district staff meets with the parents, preschool staff, to help answer any questions about our district and its programs.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Benton is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. Teachers continue to look at materials and resources to best meet curricular needs. Administration is cognizant of individual needs and equitable resources provided to all students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished

A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Benton is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. Teachers continue to look at materials and resources to best meet curricular needs. Administration is cognizant of individual needs and equitable resources provided to all students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Benton is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. Teachers continue to look at materials and resources to best meet curricular needs. Administration is cognizant of individual needs and equitable resources provided to all students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Accomplished

and demonstrates relationships among fundamental concepts and skills	
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Benton is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. Teachers continue to look at materials and resources to best meet curricular needs. Administration is cognizant of individual needs and equitable resources provided to all students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms

	classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Benton elementary does not offer Family & Consumer Science curriculum and does not participate in the American School Counselor program.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms

Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Benton elementary does not offer Family & Consumer Science curriculum and does not participate in the American School Counselor program.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

	classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms

	classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The district has a professional education committee (Act 48) composed of staff and administration, to review data of the needs presented by surveys, evaluations, and discussions at all levels. The professional development activities serve from input given by staff and utilized by the professional education committee to recommend various targeted in-service and during school training/workshop opportunities. All professional education initiatives have building level monitoring (ongoing observations, feedback, etc.) and are evaluated with staff, input and data on student achievement.

Data-Driven Decision Making has been implemented for the past two years through a variety of professional development opportunities. Data teams are now established in all district buildings, and teachers have been trained in the Decision Making for Results model. Data teams have been trained in PVAAS and eMetric in order to assist in the disaggregation of data.

Through the use of goals, action planning, curriculum mapping, and scheduling professional development, the district ensures that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Common Core State Standards.

We provide professional Development training on a variety of topics – interventions, enrichment, data collection/analysis, curriculum mapping and grade level alignment, etc. These topics are picked based on immediate and long term need. Programs/trainings offered by CSIU and forward relevant topics to teachers that feel would benefit from additional training. Additionally, we comply with PDE initiatives, training in every area necessary.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Professional Development

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/18/2019 Updates annually for new instructors

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
1/21/2019 Act 71 Suicide Prevention On-Line throughout the school year until the due date
The LEA plans to conduct the training on approximately:
8/30/2019 On-Line throughout the school year until the due date
8/19/2020 On-Line throughout the school year until the due date
8/19/2021 On-Line throughout the school year until the due date

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The district ACT 48 committee meets to discuss to review and plan all professional development for the district. One time per year a survey is conducted to determine what PD is needed for the district. Walk-throughs and teacher evaluations are conducted on a regular basis by building administration to assure professional development is being used in the classroom. The district prefers to use the train the trainer model to utilize its own staff to assist one another. This assures that the training is aligned with goals of the professional development committee and the goals of the district.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The goals of the induction plan will be met by: 1) Identifying a mentor teacher(s) at each building level. This teacher would express interest and/or be personally selected by the building administrator. The mentor(s) must hold an Instructional II certificate and tenure in the school district. They must have satisfactory and/or commendable evaluations in all domains. The mentors will receive appropriate training. 2) Identifying key topics that new teachers need to be introduced to prior to the start of their first school year as well as a social activity to make teachers feel welcome. 3) Identifying monthly trainings and/or topics of discussions for mentors and new teachers throughout the three years of induction.

Teachers Wanted: Attracting and Retaining Good Teachers. Alexandria, VA: Association for Supervision and Curriculum Development.
Lipton, L. & Wellman, B. (2003).

Mentoring Matters: A Practical Guide to Learning-Focused Relationships.
Sherman, CT: Mira Via, LLC
Rutherford, P. (2005).

The 21st Century Mentor's Handbook: Creating a Culture for Learning. Alexandria, VA:
Just ASK Publications.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Induction needs are determined based on the district's needs as well as the information from new teachers. Formal classroom training as well as informal meetings occur throughout the induction process. The district's needs include informing new teachers on procedures, polices, curriculum, and building expectations.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are selected by the building principals. Mentors must be employed in the district for a minimum number of years, be permanently certified, and demonstrate qualities of a master teacher.

They must also be rated as satisfactory on evaluations.

Including completing this text:

What Great Teachers Do Differently (Todd Whitaker)

What Great Teachers Do Differently by Todd Whitaker is an inspiration book that will help anyone become a better teacher no matter their skill level. Whitaker knows that teaching is not easy, so he gives the reader 17 steps to improve their skills. This is the perfect book for new teachers to read because it will allow them to gain new tricks and learn from their mistakes to make them the best teacher possible. If you read this book, then you will know the proper beliefs and behaviors it takes to connect to your students and help them learn.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X				
Standards	X		X	X	X	X
Curriculum	X	X	X	X	X	X

Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners		X				
Data informed decision making	X					
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentors and inductees document their involvement/progress in the induction program

Building administrators receive, evaluate, and archive all mentor records

District maintains accurate record of program completion

District provides a letter of completion to each inductee who successfully completes program

District administrator receives, tallies, and archives all district mentor records

Completion is verified by the Superintendent on a level II certification application

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **125**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Benton Area School District utilizes the discrepancy model to identify students with specific learning disabilities. However, over the life of this plan, we intend to implement MTSS procedures to potentially replace the discrepancy model. **The district acknowledges that SLD identification using the RTI model can only occur with approval from the Bureau of Special Education after successful completion of a self-assessment, application, and Bureau verification activities. Additionally, the district understands that one building and curricular subject are reviewed and approved one at a time.**

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Significant disproportionalities exist in the disability categories of Other Health Impairment and Emotional Disturbance:

2017-2018:

OHI

LEA: 19.2%

STATE: State range is 14.3%-16.57%

ED

LEA: 18.1%

STATE: State range is 8.04%-9.76%

In October of 2016, the Benton School District underwent the cyclical special education monitoring process. As a result, we were required to submit three plans of improvement by July of 2018. One of the plans required for submission was in the area of least restrictive environment, which also correlates with our over-identification of students with the above mentioned disability categories. Below are steps that have either already been or are going to be implemented to remedy these issues over the life of this plan:

1.) Complete revampment of the Child Study Team process, which includes additional screening procedures to better assess a child's needs by requiring more quantitative/checklist-type data as opposed to anecdotal responses, specific time frames of

when teacher/parent input forms are due to the CST, and the addition of specified timelines for the team to meet more frequently throughout the 30-day process. This has already proven to be more effective in determining student needs.

2.) SWPBS-The Benton School District utilizes district-wide SWPBS. School rules are introduced to students by the classroom teacher in the beginning of each year through the, "PAWS," system. Incentives are provided daily, weekly, and quarterly. 3 red slips earned throughout one quarter equals one white slip, in which if a student receives one, he/she would not earn the quarterly incentive.

We are currently utilizing this data to track the number students who did/did not earn the quarterly incentive and are also using it for students who are referred to the Child Study Team whom display behavioral difficulties. This data also allows us to assess whether or not we may need to issue a PTRE for a student who is already identified, or revise the IEP to add in additional supports and/or related services.

As evidenced by our special education data report, our students identified as Emotionally Disturbed increased by 50% from 2016-2017 to 2017-2018. Although there are typically extenuating circumstances surrounding the identification of these students, (I.E. move-ins, kindergarten students from low income families with no prior schooling experience, secondary students who have medical diagnoses, receive county-based services, were failing multiple subjects due to lack of attendance, and displayed behaviors impeding his/her own learning or the learning of others), a continued need exists to develop more effective methods of exploring comprehensive academic and behavioral strategies for students who possess the above mentioned needs. MTSS encompasses a multitude of approaches to identify struggling students using on a 3-tiered system. Over the next 3 years, we intend to have this fully implemented at the elementary level, as initial contact has already been made to do so with our CSIU TAC Consultant.

Additionally, a team of individuals will be developed so we can examine evaluation/reevaluation tools to ensure they are accurately discriminating among the diverse disability categories.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1.) Our district does not have a 1306 facility. **However, the district understands its responsibilities should a residential facility open within our boundaries. If a student who was receiving services in a residential treatment facility entered the Benton School District, the IEP team would convene to determine the best placement for the**

student with consideration of the following regulations as outlined in the BEC, "Educational Programs for Students in Non-Educational Settings:"

-

For students who are already identified as eligible for special education: If the student has an IEP from the previous school district, we must, without delay (5 days maximum) convene an IEP meeting to determine whether the child's IEP should be revised, (we would have a responsibility to follow the current IEP from the district of residence and follow any and all timelines with incoming document and maintain regular contact with the student's district of residence) , whether the student can be educated in the public school setting, or whether some other placement option is appropriate for the child. Any residential placement is not presumed to determine where the child will be educated. Rather, the presumption is that the student will receive their education in a regular public school unless the parents/guardians and appropriate public officials determine that such an educational placement is unwise for the child or improper. In the case of children with a disability, this determination is made through the IEP process or Service Agreement, unless a court order explicitly prescribes how educational services are to be provided. The district must make every effort to obtain parental involvement throughout this process, as placement agreement would be the first order of business to support the student's individualized needs and provide FAPE. If we do not have enough information within 5 days of the student entering the district, or there is an individual that is necessary to assist in making the informed decision of placement available within that time frame, the district possesses the right (with parental consent) to authorize the implementation of the student's education at a school program determined appropriate by Benton until the IEP team can, together, make a formal decision regarding the student's educational placement.

-The Benton School District cannot refuse to educate any student in a special education program unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense; or 4) the student is in an interim alternative educational setting. Students may not preemptively assign the student to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs. When NOT prohibited by a court order, the district can assign the student to an alternative educational program if the IEP team determines FAPE and all related services (if any) can be provided.

-We would have a responsibility to provide daily transportation to and from the facility and ensure the child participates in any and all desired extra-curricular

activities with any necessary supports unless it is stated in a court order or medical mandate that the student cannot leave the residential facility. If this is so, we would have a responsibility to provide the student with any and all educational services as outlined in the IEP.

-If a regular education student enters the district from a 1306 facility, Benton would follow Child Find regulations to ensure thought-to-be-eligible students are located, identified, and evaluated, as we cannot solely rely on stand-alone information from the residential facility. If we felt we had enough information to issue a Permission to Evaluate, we would have to obtain consent from a parent, guardian, or, if one cannot be located, the district-appointed surrogate. After the evaluation is completed and if the student is found eligible, the IEP team would convene to determine any needed services and discuss placement based on the results.

2.) LRE determination and FAPE-Our responsibility to determine LRE and FAPE for any student receiving educational services within a residential treatment facility is to ensure the student is consistently making adequate progress within his/her educational setting via reviewing progress monitoring reports, assessing current grades and the potential need for additional data, and communicating with staff at the facility wherein the student is receiving services. Recommendations from the facility regarding placement would be taken into consideration accordingly on a case-by-case basis.

3.) Considering we do not house any 1306 facilities, we do not currently have problems or barriers that exist that limit our ability to meet any obligations.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Benton Area School District recognizes our obligation to offer FAPE to each student who is eligible for special education until the student turns 21 years of age. Although no correctional institution is located in the district, if one did exist, the district would follow suit in accordance with IDEA requirements and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense, are awaiting trial, and when/if he or she is convicted.

Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. Comply with the "child-find" obligations of IDEA;
2. Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. Implement timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. Provide FAPE in conformity with the IEP.

Further, if a correctional institution were located in the Benton School District, we would have a responsibility to adopt and implement a system to locate and identify all students within the district's jurisdiction who are thought to be eligible, and to determine those students' needs through an evaluation process that meets the requirements of Chapter 14. Part of our responsibility would be to provide annual public notices under Section 14.121. We would send our annual public notice to the warden of each county jail or prison within our jurisdiction. Further, we would have to develop a systematic, on-going means of communicating with these entities to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offer FAPE.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bonafide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Wherein the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise it accordingly, following the procedural safeguards provided for under Chapter 14. **Further, we would contract with our local IU or any other outside agencies for educational services if/when the IEP team deems it necessary to do so. However, any and all responsibilities regarding the educational decision-making of the student's individualized needs fall on Benton.**

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of

supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1.) The IEP team implements a wide range of supplementary aids and services for each student within the regular education setting, ensuring that each student is included to the maximum extent appropriate prior to making changes regarding programming and placement. This requires a collaborative approach to include all IEP team members. We hold frequent meetings to collect data, create strategies to support students, and evaluate their effectiveness. If a student is not able to demonstrate growth, revisions to the IEP are discussed. Examples of the supports/strategies we provide to our special education students in the regular education setting include, but are not limited to, the following listed below:

Instructional: Modified curricular goals, providing alternate ways for students to demonstrate learning, testing adaptations/modifications, providing alternate materials, providing assistive technology devices (students have been provided with one-to-one devices in grades 7-12), allowing for the use of books on tape, enlarged print, instruction in functional skills in relation to activities and routines in the regular education classroom, social skills instruction, offering breaks, pre-teaching skills, re-teaching/re-testing, graphic organizers, study guides, extra samples, and extended time for tests/assignments).

Physical: Strategic arrangement of furniture, weighted vests, adapted furniture, adjustments to sensory input, preferential seating, wheelchair-accessible classrooms, elevator, railings in all stairways, ramps, items that provide/reduce sensory input (i.e. dividers, safe zone).

Social Behavioral: School-Wide Positive Behavior Support, a K-12 blended worker provided to us by CMSU, a Child Psychologist from Geisinger Hospital who provides support to both special and regular education students, a Social Worker, 2 Guidance Counselors, a School Psychologist, modifications of rules and expectations based on individual student needs, coping skills instruction, behavior charts and providing incentives to be earned when/if the student displays the desired behaviors and/or meets behavioral goals.

2.) The district elicits the support of outside agencies in an effort for students to remain in the least restrictive environment. Benton has been participating in the PaTTAN Verbal Behavior Project for the past 5 years. It has enhanced our highest-need students' abilities in all areas of language and communication development. The growth they have made while being involved in the program has allowed all students who participate to be more included in the regular education classes. We intend to implement the VB initiative in grades 7-12 next year to ease the transition of our Autistic Support students to the middle/high school level. We also utilize the local Intermediate Unit consultants to provide trainings to staff in all areas of student learning.

Co-teaching at the elementary level has been a relatively new initiative implemented at the elementary level (3 years ago). We have since invited a multitude of outside providers in to train both regular and special education teachers regarding how to most effectively educate students of varying ability levels. Last year, we partnered with the, "Include Me," program through the Arc of Pennsylvania. Five students are chosen each year to participate in the program. Our assigned consultant provides support to our regular education teachers to assist them regarding the implementation of strategies to be used for each student based on their individualized needs. The consultant also conducts trainings for paraprofessionals and families when requested. Benton also works closely with Behavioral Services Incorporated, an organization that provides behavioral supports and outside resources to both regular and special education students/their families. We have a strong relationship with CMSU, our county agency, with whom we make referrals to when applicable.

These supports have provided our personnel with a more in-depth perspective regarding how to reach a wider range of students. We've also added a 3rd and 4th grade learning support teacher. This individual can now more effectively ensure the students on her caseload are included in the general education curriculum to the maximum extent appropriate, as well as provide a multitude of RTI supports to at-risk students. I intend to have a training with a TAC consultant through the IU who will provide a co-teaching training for the elementary staff, and implement monthly meetings with co-teachers as a basis for a continued needs assessment.

In the beginning of the school year, all students in grades 7-12 were provided with IPADS. The teachers underwent an extensive amount of technology training in order to be able to effectively support all students, including software specific to adaptations and modifications that can be utilized through apps for students with disabilities.

3.) In 2017-2018, we did not successfully meet the SPP Indicator #5 for students spending <40% of the school day in regular education (LEA-12.4%, STATE-9.4%). To remedy this issue:

-A majority of our students identified as needing supplemental services are in grades K-6. Myself, the Elementary Guidance Counselor, and Principal recently collected data from all Title I assessments, state-standardized assessments (in applicable grade-levels), screenings, current grades, and reviewed additional curriculum-based measures to place students in sections accordingly. We created a low and middle/high groups (including special education students). A learning support teacher will support low sections of ELA and Math; other academic areas will be serviced by paraprofessionals. Our schedule alone in years past did not allow for the learning support teachers to effectively service the low-level learning support students. We also did not use the data we have as effectively as we are now. These changes alone will allow for the learning support teacher to service ALL students who are considering low-performing, thus preventing the number of students referred for special education services and pull-out special education classes. A large majority of all supplemental learning support students have been placed in the, "low," sections of classes for the upcoming school year. If any of these students are not making

adequate progress within the regular education classes with accommodations and modifications, the IEP team will reconvene to determine more restrictive approaches.

The middle-high group will be supported by paraprofessionals. Paraprofessionals will communicate with both regular and special education teachers regarding student needs. The special education staff will meet with paraprofessionals on a consistent basis to ensure SDIs in students' IEPs are being followed.

-We are implementing MTSS in grades K-2. The Title I teachers will be providing more push-in services than in years past, as will the Speech and Language Therapist. Kindergarten will be supported by a multitude of paraprofessionals based on their individualized strengths. We are also implementing an RTIi period for 40 minutes at the end of each school day at the elementary level, in which students will receive various instruction in all areas related to student functioning (academic, social, and emotional). All of these supports will assist us in identifying students who are not responding to Tier I, II, and III interventions.

-For our outplaced students, there is no LEA data reflected due to small group size. Currently, we have 4 special education students receiving services in settings outside the district. Determinations were made on a case-by-case basis (examples of how we reached some of these decisions in the past are: student violation of weapons policy; student move-in from a PHP; IEP meeting held with the parents, school personnel, and recommendation from the previous PHP alluded to continued treatment in PHP; students whom the district had exhausted ALL options prior to making determination that their needs could not be met in the neighborhood school via reevaluations, SDIs, modified school day, increased number of restraints even with decreased task demands, parent input, etc).

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1.) The Benton Area School District has implemented a school-wide positive behavior support program (SWPBS). It involves all school staff, parents, and community members. It is a positive approach to teach, monitor, and support appropriate school behavior for all students while attempting to prevent problem behaviors from occurring. School-wide behavior expectations have been developed for all areas of the buildings, as they are taught to students at the commencement of each school year. We expect our students to be Prompt and Prepared (P), Act responsibly (A), Work hard (W), and Show respect (S), thus creating our P.A.W.S. acronym. Students will be recognized for following these school-wide

expectations by receiving P.A.W.S. passes and are then eligible for prizes and incentives. As previously discussed, the district utilizes CST procedures to implement behavior support strategies to students who exhibit a need for them so they can remain within the least restrictive environment. Data is collected throughout each step of the process to determine how to continue to proceed. Additionally, the future implementation of MTSS will provide us with an even more in-depth, strategic approach to supporting students with behavioral difficulties.

We also have a multitude of support staff that can meet with both regular and special education students to assist them with behavioral difficulties. We house a K-12 Blended Worker that we contract with through CMSU, a School Social Worker, 2 guidance counselors, a School Psychologist, and a Geisinger Child Psychologist. All special education staff have been trained in the development of FBAs, PBSPs, and Crisis Plans for students with IEPs. We also have a team of staff members trained in SCM, which includes training in de-escalation techniques when/if students are demonstrating behaviors that are potentially dangerous to him/herself or others. We've sought outside providers to assist us with behavioral training for our staff as well (I.E., IU TAC Consultants, PATTAN representatives, and BSI and Include Me staff members).

2.) The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students are free from demeaning treatment and an unreasonable use of restraints. The use of restraints shall be considered a measure of last resort and should only be used when/if a student is a physical danger to himself and/or others. Behavior/emotional support programs and plans shall be based on a functional assessment of behaviors and should include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

All eligible students' who have individualized Positive Behavior Support Plans and/or Crisis plans are reviewed by staff members at least one time annually. Revisions can be made at any time depending upon a student's needs. The individual plans outline student-specific de-escalation techniques for all staff to follow when the behavior/s of concern are displayed.

The LEA has a designated team that is trained in de-escalation techniques as outlined under Safe Crisis Management guidelines. We employ our own SCM trainer within house.

Approximately 7-15 individuals are trained each school year.

3.) As previously stated, we staff a K-12 blended worker who is an employee of CMSU, a Child Psychologist employed by Geisinger Hospital, a Social Worker, 2 Guidance Counselors, and a School Psychologist. We also work closely with Behavioral Services Inc., an organization that provides behavioral and emotional supports (TSS workers, psychological evaluations, and behavioral specialists) to both regular and special needs populations and their families.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1.) Currently, Benton Area School District is not having difficulty ensuring FAPE for any students.

2.) Our continuum of services in the district include the following placements (Itinerant-I, Supplemental-S, Full-time-FT):

Elementary School:

- I, S, FT Autistic Support
- I, S, FT Life Skills
- I, S, FT Emotional Support
- I, S Learning Support

Middle/High School:

- I Autistic Support provided by the IU
- I, S, FT Life Skills
- I, S, FT Emotional Support
- I, S, Learning Support

2.) Currently, we have successfully been able to provide supports and services to our MDS populations through our Life Skills placements. The Elementary Life Skills placement was added to our Program Profile in the 2015-2016 school year. We do not have any gaps, nor do we have a current need to expand placement options for students within our district. As previously stated, we collaborate with CMSU frequently. We contract with them to employ a K-12 blended worker to support students' mental health needs, and partner together to provide outside services to students who are eligible. Similarly, we work with a Child Psychologist from Geisinger Hospital who counsels students 1-2 times per month based upon staff referrals for his services. We employ a Social Worker, School Psychologist, and both buildings are staffed with School Counselors. We utilize our IU's Intensive Interagency Coordinator when needed. This individual assists us in assessing the appropriateness of our educational programs and placements. The

Coordinator also works toward enhancing the capacity of our programs to ensure the needs of students with disabilities can be met in the public educational setting, while referring the student and his/her family to applicable outside agencies. **If and when needed, we will utilize the state-level Regional Interagency Coordinator if a location which can provide the services agreed to in a student's IEP cannot be found/located (if Benton has a student that is at substantial risk of potentially waiting more than 30 days for the provision of an appropriate educational placement).**

3.) A continued training need exists for staff to gain more knowledge regarding RTI processes and procedures. Throughout the life of this plan, we intend to implement MTSS at the elementary school. Additionally, we have a continued need to implement additional trainings regarding mental-health and students with disabilities. Regarding the continuum of special education services, we do not anticipate a need to have to offer any additional placements at this time.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Other	Emotional Support	3
Behavioral Services Inc.	Other	Any disability or placement-It is a Partial Hospitalization Program	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 17, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 12	6	1
Justification: Parents have agreed to students receiving services in a classroom which exceeds the permitted age range during IEP meetings.				
Locations:				
LR Appleman Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	1
Locations:				
LR Appleman	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 10, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	13	1
Locations:				
LR Appleman	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 10, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 18	11	1
Justification: Speech and Language Support is a K-12 itinerant program; students are either serviced individually or in age-range compliant groupings based on IEP goals/needs				
Locations:				
Benton Area School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 10, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	13	1
Locations:				
Benton Area Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 20, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	15	1
Locations:				
Benton Area Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 10, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	12	1
Locations:				
Benton Area Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 10, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	4	0.5
Locations:				
Benton Area Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 18	7	1
Justification: Parents have agreed to students receiving services in a classroom which exceeds the permitted age range during IEP meetings.				
Locations:				
Benton Area Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 20, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 17	4	1
Locations:				
Columbia Montour Vo Tech	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 12	5	1
Justification: Parents have agreed to students receiving services in a classroom which exceeds the permitted age range during IEP meetings.				
Locations:				
LR Appleman Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 20, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 17	9	1
Justification: Parents have agreed to students receiving services in a classroom which exceeds the permitted age range during IEP meetings.				
Locations:				
Benton Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	12	1
Justification: Parents have agreed to students receiving services in a classroom which exceeds the permitted age range during IEP meetings.				
Locations:				
L.R. Appleman Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 17, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	1
Locations:				
L.R. Appleman Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	1
Locations:				
LR Appleman Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Social Worker	District Level K-12	1
School Psychologist	District Level K-12	1
Transition Coordinator	Middle/Senior High School	0.5
Paraprofessional	Elementary School 5-6th Grade Aide	0.5
3 Paraprofessionals	Elementary School grades K, 1, 2	1.5
Paraprofessional	Elementary School K-2 Learning Support	0.5
2 Paraprofessionals	Elementary School K-6 Autistic Support Aides	1
Paraprofessional	Elementary School K-6 Life Skills Aide	0.5
Paraprofessional	Elementary School 3-4th Grade Aide	0.5
Paraprofessional	Elementary School-K-6 Emotional Support Aide	0.5
3 Personal Care Aides	Elementary School	1.5
Director of Special Education	District Level K-12	1

2 Personal Care Aides	Middle/Senior High School	1
Paraprofessional	Middle/Senior High School-7-12 Emotional Support Aide	0.5
2 Paraprofessionals	Middle/Senior High School 7-12 Library Aide and 9-12th Grade Aide	1
Occupational Therapist-Outside Agency	District-Wide K-12	1
Physical Therapist	District-Wide K-12	1
Elementary School Principal/K-12 Curriculum Coordinator	Elementary School/District-Wide	1
Middle/High School Principal	Middle/High School	1
Elementary School Guidance Counselor	Elementary School	1
Middle/High School Guidance Counselor	Middle/High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	1 Days
Occupational Therapist	Outside Contractor	2 Days
Wilson Reading Instructor-Individual	Outside Contractor	10 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

When reviewing the school improvement plans with populated data from elementary, middle, and senior high school, the following patterns were determined:

1. Need for curricular alignment
2. Improving academic achievement and attendance of IEP and ED students
3. Incorporating literacy and literacy strategies across all content areas
4. Implementing interventions for at-risk students (discipline, attendance, etc.)

District Accomplishments

Accomplishment #1:

Graduation Rate

Accomplishment #2:

MTSS-focused instruction on individual need

Accomplishment #3:

Data Driven instruction

Accomplishment #4:

School Wide Positive Behavior Program

Accomplishment #5:

Established inclusive practices in grades K-12

Accomplishment #6:

Safe and Supportive Schools -- The district has created a school police department.

Accomplishment #7:

Safe and Supportive Schools -- The district does fully ensure a student attendance policy that delineates expectations for students attendance, consequences for noncompliance with the attendance policy and expectations for professional staff regarding record keeping and monitoring record-keeping of student attendance.

Accomplishment #8:

Human and Fiscal Resource Allocation -- An induction program has been established that provides timely and effective support and is based upon specific goals, objectives, and competencies.

It has been implemented with success

Accomplishment #9:

All students exceed the career standard benchmark.

Accomplishment #10:

We have exceeded the standard demonstrating academic growth in Science at the Elementary, MS, and HS.

District Concerns**Concern #1:**

Appleman Elementary did not meet academic growth expectations in mathematics for the 2017-2018 school year.

Concern #2:

Although Appleman Elementary met the improvement target for ELA and Math there is a decrease in performance from the previous year.

Concern #3:

Benton Area MS and HS did not meet academic growth expectations in English/Language Arts for the 2017-2018 school year.

Concern #4:

Benton MS and HS did not meet the target for regular attendance of economically disadvantaged students and students with disabilities.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Appleman Elementary did not meet academic growth expectations in mathematics for the 2017-2018 school year.

Although Appleman Elementary met the improvement target for ELA and Math there is a decrease in performance from the previous year.

Benton Area MS and HS did not meet academic growth expectations in English/Language Arts for the 2017-2018 school year.

Benton MS and HS did not meet the target for regular attendance of economically disadvantaged students and students with disabilities.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Maps aligned to the PA Common Core

Specific Targets: Curriculum Maps accessible to all stakeholders via technology

Time allocated to the development, analysis, and evaluation of curriculum maps

Type: Interim

Data Source: Review protocol for horizontal and vertical alignment utilized

Specific Targets: Time allocated for curriculum review

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Unpacking the PA Common Core Standards

Description:

Teachers will work to build awareness, knowledge, and finally capacity in the overall understanding of the structure of the standards, as well as the fundamental shifts that go along with them. Special attention will be given to the ideas of rigor and depth of knowledge.

Start Date: 9/2/2019 **End Date:** 7/1/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Curriculum Mapping

Mapping the Common Core

Description:

The Benton Area School District will develop and implement curriculum maps that are aligned to the PA Common Core State Standards.

Start Date: 9/2/2019 **End Date:** 7/1/2020

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Curriculum Mapping

Lesson Planning

Description:

The district will develop, adopt and implement an unit and daily lesson plan template that is aligned to it's curriculum mapping template and that addresses high-order thinking skills, 21st century skills, authentic engagement, formative and summative assessment, and differentiated instruction.

Start Date: 9/2/2019 **End Date:** 6/17/2020

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Curriculum Mapping

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Carl Osborg on 4/25/2019

Board President

Affirmed by James Geffken on 4/25/2019

Superintendent/Chief Executive Officer